

Francigna Rodriguez
Classroom Management Plan

Philosophical Statement

As far as my overall teaching and learning philosophy, I believe that learning should be student-centered and geared towards developing learners who are critical thinkers and who can problem-solve to find answers to questions in a variety of contexts. I believe that children learn by doing, and therefore they must be actively involved and interested in their learning environments. A mixture of group work via large group, small group, and pairs compliments individual work to attract a variety of learning styles. Not only does differentiation in group types make learning exciting, it also prepares students to be social in a very social world, as well as to learn how to work on a team, which is a necessary skill to develop in the classroom, within a family, at work, and in many other aspects of life.

In regards to classroom management, I see myself pulling from both a disciplinarian and nurturing perspective on teaching. Based on my own classroom experiences when I was a younger student, I remember always having the most respect for teachers who seemed very strict at the beginning of the school year. This fearful respect kept me and my classmates focused and minimal classroom distractions occurred. However, as the year progressed these same teachers demonstrated a caring and open demeanor (while still maintaining the demand for respect). These types of teachers actually turned out to be my favorite and were the ones whose classes I succeeded in best. I think that finding this delicate balance between discipline and nurturing is going to be the biggest challenge for me, especially since I do not have experience practicing how I will implement such classroom dynamics.

Room Arrangement Description

I see my classroom being a place where it is clear to students that they are there to learn, and the environment is inviting and engaging to do so. I will conduct all regular class sessions

with students' desks placed in a circle or semi-circle fashion. I feel very strongly about this arrangement because I believe it lets the students know that they are in an open place to share their thoughts and form a family with their fellow students and with myself as the teacher. My desk would be off to the side of the classroom, and I would join the circle with the students during learning. A circle represents equality and a learning environment where we can all learn from one another, including the teacher being open to learning from the students, rather than being the fountain of knowledge pouring out to the students.

Outside of the circle of learning, I will have a reading and writing center, with space designated for these activities. Resources for the development of these skills will be located in this area as well, such as books, writing utensils, paper, etc.

Around the classroom, I will make it a point to represent at least one piece of student work, so that everyone feels accomplished and like their work does matter. Keeping in mind classroom management, I would also have a posterboard with the rules of the classroom posted. I do not want this poster to be the first thing the students see, but I do picture it placed in a central location (perhaps by the cubbies or coat racks where students will go to on a daily basis).

Classroom Rules

The classroom rules will be made clear to students at the beginning of the school year. The first day that they arrive to their desks, I will speak with them about the rules and why they are established. Since I want to teach 5th-6th graders, I have an expectation that they are mature enough to appreciate the explanation of why rules are there, as opposed to pointless procedures assigned by the teacher. The posterboard with the rules will be divided into larger scale categories such as "respect," "integrity," "patience," etc. and each classroom rule will be placed under the respective category. This system will help students understand why rules such as

raising your hand when you would like to speak, asking permission before stepping out of the classroom, and not talking while someone else is talking, are important skills to develop for the larger scale qualities that a respectful and responsible human being should have. For consequences due to not following the rules, I really liked the idea discussed during our last class session, about putting a students' name on the board and continuing on with the lesson. During the 5th and 6th grade age ranges, this type of attention is taken seriously and students would be wise not to feel embarrassed in front of their beloved classmates or act in a way that would cause them to lose a coveted privilege (i.e. time at recess). During the initial explanation of the rules and consequences to the students, I would open the floor for them to offer suggestions as well. A copy of these rules will be sent home to the students' families in order to promote a connection between school and home. Most importantly, I as the teacher need to follow the rules set for the classroom as well (to the best extent possible), because hypocrisy is not a character trait that needs to be reflected in my classroom.

Classroom Procedures

Above all, I believe in teaching students to question. I do not want to promote the acceptance of ideas without sufficient questioning of how they came to be, and why they are in existence. Therefore, my lesson plans will have a large portion of inquiry and critical thinking as part of student learning, from the beginning until the end.

I will have many of the typical assessment procedures in my classroom, such as quizzes, tests, essay writing, group and individual work, and discussion. Assessing these activities provide a well rounded view of student attainment of the material. Learning must be differentiated in order to meet student needs.

Finally, effective self-reflection on the teacher's part undoubtedly leads to better instruction. The teacher who constantly reflects on how he or she can get better will always surpass the teacher who believes he or she is already the best. Constant self-knowledge and knowledge of our students are necessary to make sure we tap into these young minds and help motivate them and learn.

Classroom Management Techniques

I believe that focusing on the positive actions of students would be more effective than reprimanding the negative actions constantly. I will praise students constantly for doing what is considered to be the right thing in my classroom. By doing so, I can show the students who are struggling with these behaviors an example of how they should be behaving in the classroom. Paying attention to positive behaviors will help those students who crave attention to do what is positive. For those students for whom this technique does not work, I would take them out of the classroom before giving their negative behavior any attention in front of their peers. I believe that for 5th and 6th graders, attention from their peers is what drives much of their action. Therefore, I would not promote this attention (if it is based off of negativity) by consistently correcting them in front of the rest of the students.